

## Curriculum Links: “How to Host a Clothing Swap” Factsheet

### Design and Technologies: Knowledge and Understanding

	Year 7	Year 8	Year 9	Year 10
<b>Technologies and Society</b>	Competing factors, including social, ethical and sustainability considerations, in the development of technologies	<p>Social, ethical and sustainability considerations, in the development of technologies and designed solutions, to meet community needs for economic, environmental and social sustainability</p> <p>Development of products, services and environments through the creativity, innovation and enterprise of individuals and groups</p>	<p>Social, ethical and sustainability considerations that impact on designed solutions</p> <p>Development of products, services and environments, with consideration of economic, environmental and social sustainability</p>	<p>Social, ethical and sustainability considerations that impact on designed solutions, complexity of design, and production processes involved</p> <p>Impact of emerging technologies on design decisions, and/or economic, environmental and social sustainability</p>
<b>Food and Fibre Production</b>	Production systems for food and fibre or their products, including key features of their design	Sustainable production systems are subject to competing demands (social, environmental, economic) and how these factors influence their design	Food and fibre production and/or marketing, and the generation of sustainable solutions	The role of emerging research and technology in the design of ethical and sustainable products

## Humanities and Social Sciences (HASS): Knowledge and Understanding

	Year 7	Year 8	Year 9	Year 10
<b>Economics and Business</b>	<p><b>Producing and consuming</b></p> <p>How consumers rely on businesses to meet their needs and wants</p>	<p><b>Participation and influences in the market place</b></p> <p>The way markets operate in Australia and how the interaction between buyers and sellers influences prices and how markets enable the allocation of resources (how businesses answer the questions of what to produce, how to produce and for whom to produce)</p>		<p><b>Economic performance and living standards</b></p> <p>Factors that influence major consumer financial decisions (e.g. price, availability and cost of finance, marketing of products, age and gender of consumers, convenience, ethical and environmental considerations) and the short-term and long-term consequences of these decisions</p>
<b>Geography</b>			<p><b>Biomes and food security</b></p> <p>The ways that humans in the production of food and fibre have altered some biomes (e.g. through vegetation clearance, drainage, terracing, irrigation)</p>	<p><b>Environmental change and management</b></p> <p>The environmental worldviews of people and their implications for environmental management</p>

### Cross-curriculum Priority: Sustainability

Sustainability addresses the ongoing capacity of Earth to maintain all life.

Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs. Actions to improve sustainability are both individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment.

Education for sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.